

# Alternate Assessment Participation Webinar

2020-2021 School Year

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# Agenda

- ESSA's Accountability Requirements for the Alternate Assessment
- The Accountability Calculation for the Alternate Assessment
- Requirements for Indiana
- Requirements for Corporations Identifying More Than 1%
- Recommendations for Corporations Identifying More Than 1%
- 1% and the Results Driven Accountability (RDA) Planning Tool
- Participation Guidance
- Frequently Asked Questions
- 1% Resources



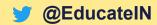




### ESSA Accountability Requirements for the Alternate Assessment

- States are required to cap the <u>participation</u> of students on the Alternate Assessment at 1%.
- This means a state cannot exceed 1% of its total student population <u>tested</u> with the Alternate Assessment.
- Should a state exceed the 1% cap, it must submit a waiver to United States Department of Education (USED).





# Accountability Calculation for the Alternate Assessment 2020-2021

The total population of students in the state by subject who <u>participate</u> in the Alternate Assessment during the 2020-2021 school year (I AM)

The total number of students in the state by subject who <u>participate</u> in testing during the 2020-2021 school year (ISTEP+/ILEARN and I AM)





# Accountability Calculation for the Alternate Assessment 2019-2020

The total population of students in the state by subject who were identified through IIEP/TIDE to take the Alternate Assessment during the 2019-2020 school year (I AM)

The total number of students in the state by subject who were identified to test during the 2019-2020 school year (ISTEP+/ILEARN and I AM)

Indiana is currently at 1.15% in ELA and Mathematics and 1.05% in Science.

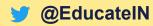




## Requirements for Indiana

- Based on the 2019-2020 school year <u>identification</u> rate of 1.15% for ELA and Mathematics and 1.05% for Science, Indiana will submit a waiver extension request to USED that includes state data, a plan for reducing this percentage, and a timeline.
- Indiana anticipates going over 1% again for the 2020-2021 school year.
   Therefore Indiana must:
  - Identify corporations over 1%.
  - Verify districts followed Alternate Assessment participation guidance.
  - Provide support and oversight to districts.
  - Address any disproportionality.





# Requirements

- All corporations that identified more than 1% of their students to take the Alternate Assessment in 2020 must submit a survey that will be accessible from the Results Driven Accountability planning tool.
- Submissions must be completed by Friday, December 18, 2020.
- All corporation surveys will be publicly available per USED guidance.

https://www.doe.in.gov/accountability/aa-essa-1cap





# **Survey Information**

Corporations must provide a brief description of one of the following options:

- Corporation does not anticipate exceeding the 1% participation cap for the 2020-2021 school year
- Corporation has school, community, or health program that draws large number of families of students with <u>significant intellectual</u> <u>disabilities</u> to area
- Corporation has small overall student population
- Other: Corporation to provide brief justification of variables not covered in the previous options





# **Survey Information (Continued)**

- Corporations must ensure the following:
  - All stakeholders have viewed this Alternate Assessment
     Participation Training Webinar and agree the appropriate students will participate in the Alternate Assessment.
  - All stakeholders have reviewed the Alternate Assessment
     Participation Guidance, Flowchart, and FAQ and agree the
     appropriate students will participate in the Alternate Assessment.
  - All stakeholders have reviewed disproportionality data and agree the appropriate students will participate in the Alternate Assessment.





	Content Area	Dispro Category	Total Number Identified to Test (I AM or ILEARN/ ISTEP+)	Number	Total Number Identified for I AM	Ethnic Group's Number Identified for I AM	Risk Index for the Ethnic Group	Risk Index for All Other Ethnic Groups	Risk Ratio
ELA/Race/Ethnicity	ELA					N			1111111111111
ELA/FRL	ELA	FRL							
ELA/LEP	ELA	LEP							
ELA/Gender	ELA								
Mathematics/Race/Ethnicity	Math								
Mathematics/FRL	Math	FRL	j j		:				
Mathematics/LEP	Math	LEP							
Mathematics/Gender	Math		Ü						
Science/Race/Ethnicity	Science					iv a		Y Y	
Science/FRL	Science	FRL			2				
Science/LEP	Science	LEP						, ,	
Science/Gender	Science								





### **Recommendations:**

IDOE strongly recommends that corporations also review the breakdown of primary disability categories for those students identified as Alternate Testers for 2020. If any of these students fall under the following primary disability categories, please consider a reevaluation before the 2021 administration of I AM.

- Other Health Impairment
- Emotional Disability
- Language or Speech Impairment
- Orthopedic Impairment
- Specific Learning Disability



## **Recommendations (Continued):**

Corporations may choose to review the Learner Characteristics Inventory (LCI) Training to ensure only those students with the most significant intellectual disabilities will participate in I AM during the spring of 2021.

- LCI
- LCI Training





## 1% and RDA







### ESSA's 1% Cap on Alternate Assessment Participation

Under ESSA, states are required to cap participation in the Alternate Assessment at 1% per subject area. If a state exceeds 1% of its total student population tested with the Alternate Assessment, that state must submit a request for a waiver to USED. This calculation is based on participation not proficiency.

The 2019-2020 school year was unique in that Indiana did not have alternate assessment participation data. This is due to the cancellation of the testing window in response to COVID-19. For the 2020-2021 school year, USED has asked states to use identification data for their submissions. This information was pulled from Test Information Distribution Engine, or TIDE, on April 29, 2020, Remember, TIDE data is populated via the nightly files from Indiana IEP, Your corporation's 1% calculation for ELA. Mathematics, and Science can be found below.

ELA:					
Mathematics:					
Science:					

How this data was calculated: The total population of students by subject who were identified as alternate testers on April 29, 2020 was DIVIDED BY the total number of students by subject who were identified to test on April 29, 2020 (ISTEP+/ILEARN/I AM).

\*Remember, this calculation includes all students your corporation is accountable for, not just those who test within your corporation.

Resource for calculation: ESSA's 1% Cap on Alternate Assessment LEA Data Webinar (especially slides 27-42)

Indiana is currently at 1.15% in ELA and Mathematics and 1.16% in Science based on student identification data from the 2019-2020 school year. This number is up by 0.01-0.02% when compared to 2018-2019 participation data.

Your corporation's Disproportionality Data based on students identified as alternate testers in TIDE on April 29, 2020 in shown below. If the box is left empty, that indicates there is no disproportionality.

	Content Area	Dispro Category	 Ethnic Group's Number Identified for I AM or ILEARN/	Total Number Identified for I AM	CONTRACTOR ASSESSMENT	Risk Index for the Ethnic Group	Risk Index for All Other Ethnic Groups	Risk Ratio
ELA/Race/Ethnicity	ELA	-11-1-1-15	1111	111		100 100	1117	100
ELA/FRL	ELA	FRL						
ELA/LEP	ELA	LEP						
ELA/Gender	ELA							
		5)				6 9		<u> </u>
Mathematics/Race/Ethnicity	Math							
Mathematics/FRL	Math	FRL						
Mathematics/LEP	Math	LEP				,		
Mathematics/Gender	Math							

# Participation Guidance

Criteria for Determining Participation in the Alternate Assessment (I AM) can be found in the following locations:

https://www.doe.in.gov/assessment/iam https://www.doe.in.gov/accountability/aa-essa-1cap

- Participation Guidance
- Participation Flowchart
- Participation FAQ

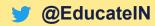




# Criteria for Determining Participation in the Alternate Assessment in Lieu of the General Education Assessment (Participation Guidelines)

- 1. Review of student record indicates a disability that significantly impacts intellectual functioning and adaptive behavior. Adaptive behavior is defined as essential for someone to live independently and to function in daily life.
- 2. The student requires extensive, repeated, individualized instruction and support that is not of a temporary nature.
- 3. The student uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.
- 4. Goals listed in the Individualized Education Plan (IEP) for this student are linked to the enrolled grade level Alternate Achievement Standards (Indiana Content Connectors).





Review of the student's record indicates a disability that significantly impacts intellectual functioning and adaptive behavior. Adaptive	Yes ▼	
behavior is defined as essential for someone to live independently and function safely in daily life.	100 7	
The student requires extensive, repeated individualized instruction and support that is not of a temporary nature.	Yes ▼	
The student uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.	Yes ▼	
Goals listed in the Individual Education Plan (IEP) for this student are linked to the enrolled grade level Alternate Achievement Standards (Indiana Content Connectors).	Yes ▼	
Therefore, the CCC acknowledges, by chec	king the boxes, that the following condition	s are true
In selecting "Yes" to all four questions, the CCC is indicating that the student has a significant cognitive disability.	•	
Therefore, the student is ELIGIBLE to participate in the Alternate Assessment in lieu of the General Education Assessment.	•	
Therefore, CCC acknowledges that the following extudent will be assessed on alternate achievement factors such as: a. Excessive or extensive absences. b. Social, cultural or economic differences. c. The mere existence of an IEP or identification in a d. A specific special education placement or service. Emotional, behavioral or physical challenges. Crit Assessment in lieu of the general education assess	standards. Assessments cannot be based on specific disability category. ess. teria for Determining Participation in the Alternate	





https://www.doe.in.gov/sites/default/files/assessment/indiana-alternate-assessment-participation-guidance-faq-final-6-22-2020.pdf

## How do we know that a student has a significant cognitive disability?

- Most students with significant cognitive disabilities have intellectual disabilities, multiple disabilities, or autism, but not all do. And, not all students with these disabilities are considered to have a "significant cognitive disability."
- Students demonstrating academic deficits or difficulties due to learning disabilities, speech-language impairments, and emotional-behavioral disabilities do not qualify for participation in the Indiana Alternate Assessment.
- Academic deficits or difficulties alone do not indicate that a student has a significant cognitive disability.







https://www.doe.in.gov/sites/default/files/assessment/indiana-alternate-assessment-participation-guidance-faq-final-6-22-2020.pdf

## How do we know that a student has a significant cognitive disability (continued)?

- Students with autism or intellectual disabilities should not automatically be assigned to the alternate assessment based on their identified disability category from their IEP.
- Many students eligible to receive special education and related services under these categorical labels are able to participate in general assessments, with accommodations.
- Determinations for student participation in statewide assessments must be evidence-centered and made individually for each student by the CCC.







https://www.doe.in.gov/sites/default/files/assessment/indiana-alternate-assessment-participation-guidance-faq-final-6-22-2020.pdf

If a student has been tested in the past on an alternate assessment, but the current CCC determines that the student does not meet the Indiana Participation Guidelines, can the student be assigned to the general assessment?

- Yes. The CCC must ensure that the student receives appropriate instruction on the Indiana Academic Standards and participates in the required general assessments for the student's current grade level with or without accommodations.
- IDOE is looking for examples of how school districts were successfully able to transition students from the alternate assessment to the general education assessment. If you have experience with this, please contact us.





https://www.doe.in.gov/sites/default/files/assessment/indiana-alternate-assessment-participation-guidance-faq-final-6-22-2020.pdf

How do I know if the Indiana Alternate Assessment is appropriate for an English Learner (EL) with an Individual Education Plan (IEP) whose language proficiency makes it difficult to assess content knowledge and skills?

 An EL should be considered for the alternate assessment if (a) intellectual functioning indicates a significant cognitive disability using assessments in the student's home language and (b) other participation guidelines for the Indiana Alternate Assessment are met.

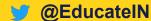




- Participation
   Guidance
- Participation Flowchart
- Participation FAQ
- 1% Information for Families
- I AM Family Brochure
- I AM Educator Brochure
- Webinar Series for New Teachers of Students with Significant Cognitive Disabilities

- ESSA's 1% Cap on Alternate Assessment Participation
- Indiana's Alternate
   Measure (I AM)
- IDOE, Office of Student Assessment
- IDOE, Office of Special Education
- Project SUCCESS
- PATINS
- 1 Percent Live-Binder





# **Contact Information**

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# Thank you



